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ABSTRACT

This catalog identifies and describes 21 exemplary and innovative vocational education projects, courses, and programs in local districts, community colleges, and universities in Florida. Nineteen are classified as innovative; two are exemplary. Each program description contains this information: state course number and title, school district, name of school, teacher(s) and/or administrator(s) responsible for innovation, description of innovation, vocational education consultant or academic dean, and abstract. These programs are included: Auto Mechanics Technology, Automative Mechanics Technology, Basic Employability Skills Training Program, Biological Parks Technology, Business Applications of Mini Computers, Career Exploration Program, Electronics Technology, Electronics Technology-Industrial Option, English as a Second Language, Florida Preservice/Inservice Leadership Training Program for Administrators of Vocational Education Programs, Focus on Career Understanding and Skills, Graphic Arts, Individualized Manpower Training Systems--Health, Livestock Production, Motorcycle Mechanics, Multiple Entry-Multiple Exit Nursing Program, Small Business Management, STIP III--Specialized Training Institute for Progress, Transitional Nursing Program (ADN), Vocational Education for the Handicapped, and Vocational Remediation and Maintenance Instruction: Self-Paced Open Entry Open Exit. (YLB)

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ED206821

FINAL REPORT

Project No. DVE 1-1C14

From July 1, 1980 to June 30, 1981

Catalog of Innovations Development
Innovative Programs in Vocational Education
1981

Florida State University
Department of Educational Leadership
Tallahassee, Florida 32301

U.S. DEPARTMENT OF EDUCATION
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Dr. W. H. Hinely
Project Director

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CE 029 842

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ACKNOWLEDGEMENTS

The project director expresses appreciation to Regional Consultants, Academic Deans, Directors, Department Heads, and Community College and University Professors who nominated programs to be included in this catalog. In a few instances programs, which were nominated, were not used because they appeared in the catalog of 1980.

Abstract of the Final Report

Title of Project:	Catalog of Innovations Development: Innovative Programs in Vocational Education 1980
Organization:	Florida State University
Project Director	W. H. Hinely
Expenditures:	$5,000.00
Duration of Project:	July 1, 1980 - June 30, 1981
Project Number:	DVE 1-1C14

PROBLEM

During recent years the Division of Vocational Education has funded numerous research projects and has supported local programs through ongoing funding. The Division of Vocational Education now has evaluated the effect of those research projects. In addition, through its program review precedures, the Division has identified a number of exemplary and innovative educational programs throughout our state.

OBJECTIVES

In 1978-79 a contract was made with Florida State University to produce the first catalog of innovative practices and programs. The purpose of this catalog is to provide Vocational Education Personnel with pertinent information regarding exemplary programs and to familiarize personnel with research projects that are influencing change in Vocational Education practices in Florida. Since the first catalog in 1979, another has been done for 1980. This catalog is for 1981.

PROCEDURES

Outstanding projects were identified through Occupational Program Directors, through the Program Review Process, by nominations from Deans, Division Directors, Department Heads, and Professors of Community Colleges and Universities. These projects were visited by a project staff member for the purpose of (1) verifying that the nominee was both exemplary and innovative by observation of the program in operation; and (2) describing the program in written form for publication in the catalog.

Abstract (Cont'd)

RESULTS AND POTENTIAL UTILIZATION

The Catalog describes 21 projects and programs with respect to the scope, purpose, and findings of each study. These catalogs will be made available to vocational education directors, teachers, educators, and other individuals expressing interest in Florida's Vocational Research Program.

Introduction

Purpose of Project:

The purpose of this project was to identify and describe exemplary and innovative vocational projects, courses, and programs in local districts, community colleges, and universities in Florida.

The programs, courses, and projects described in this catalog were nominated to the project director by Regional Personnel of the Division of Vocational Education, deans, directors and professors of community colleges and universities. The terms exemplary and innovative were described as follows:

Exemplary - must be perceived by educator as continuing new idea or concept

Innovative - judged creative in approach, imaginative in nature and have combination of elements that are unique or original in method or presentation

Nineteen of the twenty-one programs are classified as innovative and two are exemplary.

Procedure

A cover letter and nomination form was sent to all program leaders, administrators, consultants in the Division of Vocational Education, vocational directors, supervisors, consultants in local districts, deans and directors of vocational programs in community colleges and vocational teacher educators. A copy is included as Appendix A.

The procedure for identifying the programs was as follows:

1. The programs have been identified through program review or by local personnel as innovative or exemplary. The nomination form was returned to the project director.

2. The researcher contacted Regional Personnel to gather information about a suggested program in order to determine whether the exemplary program seemed truly innovative.

3. If the program seemed to be innovative the researcher contacted the appropriate personnel at the identified institution and prepared a preliminary description of the program.

4. Through site visits, telephone calls, and written communication, the researcher talked to administrators, teachers, and students to verify the nature of the program. The researcher gathered information which could be used to describe the exemplary and innovative features of the program.

5. The researcher then wrote the description of each innovative program.

List of Programs

The following exemplary and innovative programs included are as follows:

Auto Mechanics Technology
Automative Mechanics Technology
Basic Employability Skills Training Program (BEST)
Biological Parks Technology
Business Applications of Mini Computers
Career Exploration Program
Electronics Technology
Electronics Technology - Industrial Option
English as a Second Language
Florida Preservice/Inservice Leadership Training Program for Administrators of Vocational Education Programs
Focus on Career Understanding and Skills (FOCUS)
Graphic Arts
Individualized Manpower Training Systems - Health
Livestock Production
Motorcycle Mechanics
Multiple Entry - Multiple Exit Nursing Program
Small Business Management
STIP III - Specialized Training Institute for Progress
Transitional Nursing Program (ADN)
Vocational Education for the Handicapped
Vocational Remediation & Maintenance Instruction: Self-paced Open-Entry/Open-Exit

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS:
	STATE COURSE NUMBER: 9043 CC-1.26.0302
STATE COURSE TITLE: AUTO MECHANICS TECHNOLOGY	SCHOOL DISTRICT: Palm Beach
NAME OF SCHOOL: Palm Beach Junior College	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Bob Steinmetz
DESCRIPTION OF INNOVATION: A cooperative program between a junior college and a technical school and auto dealers.	V. ED. CONSULTANT or ACADEMIC DEAN D. C. Whitmer, Dean Occupational Studies

ABSTRACT:

Palm Beach Junior College has a program (Automotive Mechanics) which is offered in cooperation with (1) South Technical Center, Palm Beach County, (2) the Apprenticeship Board and (3) new car dealers in the county.

The students are registered as Auto Mechanic Apprentices, employed as such full time with an auto dealer. They, the students, attend technical classes one evening per week and general education classes another evening each week for a period of three years.

Upon completion the student will have completed the 64 credits required for an A.S. degree. He/she will also have passed the eight (8) NIASE exams and be qualified as a journeyman auto mechanic. The cooperation exhibited between the three entities is the exemplary portion of the program which is working well.

The student rotates through a structured program of automative service in the dealership over a three year period.

This program has received national recognition and serves the automotive community well in preparing competent automotive service technicians. This program abides by the apprenticeship standards of the National Automotive Dealers Association.

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS:
	STATE COURSE NUMBER: AER 1160,1180,2112,2705,2004,1121, 1120
STATE COURSE TITLE: AUTOMATIVE MECHANICS TECHNOLOGY	SCHOOL DISTRICT: Duval
NAME OF SCHOOL: Florida Junior College at Jacksonville	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Dr. James R. Myers
DESCRIPTION OF INNOVATION: This program is exemplary in that it is an Associate of Applied Science in Auto Mechanics Technology	V. ED. CONSULTANT or ACADEMIC DEAN Dr. James R. Myers

ABSTRACT:

The Automotive Mechanics Technology program provides an opportunity for the student to earn an Associate of Applied Science (AAS) degree, a technical certificate or to just take a particular course, i.e., Electrical Systems, etc.

The Associate of Applied Science (AAS) concept is new to the southeastern region of the United States, while it is used quite extensively in the more industrialized regions of the country. This mode of training provides for a more employable individual at the end of the training period, in that the curriculum is more theory oriented than is the Vocational instructional program, while providing more "hands-on" training than does the Associate of Science degree program.

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS:
	STATE COURSE NUMBER: GEB 1992/ESL 2990
STATE COURSE TITLE: BASIC EMPLOYABILITY SKILLS TRAINING PROGRAM (BEST)	SCHOOL DISTRICT: Dade
NAME OF SCHOOL: Miami-Dade Community College	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Mr. Ruben Goldstein
DESCRIPTION OF INNOVATION: An exemplary program in employability skills for disadvantaged students.	V. ED. CONSULTANT or ACADEMIC DEAN Kattie Sigler, Associate Dean of Urban Affairs and Occupational Education

ABSTRACT:

This Miami-Dade Community College program offers Metro-Dade County and the City of Miami CETA Public Service Employees training leading to a brighter future. Through a variety of specific courses, the BEST Program will provide:

SURVIVAL SKILLS - 15 hours/1 credit
To help the participants manage various areas of everyday life in a more positive and rewarding way.

CAREER DECISION MAKING SKILLS - 15 hours/1 credit
To enable the participants to identify their interests, skills, and life goals; and to provide them with a greater awareness of the number of possible jobs/careers existing in today's labor market.

JOB SEARCH SKILLS - 15 hours/1 credit
To give the participants ideas for finding and getting a suitable job through thoughtful planning and organized preparation.

JOB MAINTENANCE SKILLS - 15 hours/1 credit
To make the employees aware of the factors necessary for continued success and growth on the job.

The Haitian ESOL Program offers the following courses which will assist DADE County's Haitian Public Service Employees in English language and survival skills necessary toward successful acculturation into the American society:

ENGLISH READING AND WRITING SKILLS - 80 hours/3 credits
To assist the Haitian student in better understanding how to read and write English language. The student will participant in

exercises involving word recognition, word meaning, and comprehension, leading toward increased understanding of what has been read and in identifying the main ideas of the subject.

ACCULTURATION FOR HAITIAN IMMIGRANTS - 40 hours/2 credits
To provide the foreign student with an overview of American culture, and its basic societal institutions. Special emphasis will be given to specific local social and economic institutions. The student will be exposed to the political structure of the USA in contrast to that of Haiti and will be made aware of the social system operating in this country with regard to special services such as food stamps, welfare, and health services.

ENGLISH CONVERSATIONAL SKILLS - 40 hours/2 credits
This course will assist the Haitian student in developing the ability to speak and understand the English language.

ENGLISH SENTENCE STRUCTURE - 40 hours/2 credits
To assist the Haitian student in the use of essential English language structure patterns, including intonation, word order, and word form for daily use.

BASIC EMPLOYABILITY SKILLS TRAINING - 40 hours/2 credits
To assist the student in job survival and maintenance skills as well as techniques to be used in one's job search.

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS:
	STATE COURSE NUMBER: 1 21 9901
STATE COURSE TITLE: BIOLOGICAL PARKS TECHNOLOGY	SCHOOL DISTRICT: Alachua
NAME OF SCHOOL: Santa Fe Community College	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Dr. Richard Rosen
DESCRIPTION OF INNOVATION: A unique program because it's the only one in Florida.	V. ED. CONSULTANT or ACADEMIC DEAN Jack Fuller, Dean, Vocational Education

ABSTRACT:

The Biological Parks & Teaching Zoo Program is a unique vocational program in which students are taught the science of zookeeping and zoo biology. The program is a five-semester sequence of courses which introduces the student to both academic and practical experiences. In the curriculum, the sciences of zoology, mathematics, chemistry, and technical writing are developed to support work in animal breeding, animal nutrition, and mammalian, reptilian, and amphibian biology. In addition, the students participate daily in experiences in a 10 acre on-campus zoological park. Here the students are introduced to daily work schedules, diet preparation, veterinary care, and specialized animal restraint. Students are also assigned various weekend and holiday work experiences.

The Biological Parks Program provides students in this program additional experiences through work projects conducted by other vocational areas (masonry, carpentry, etc.) in the Teaching Zoo facility. Exhibit design and construction are among the skills developed. Students also experience contact with the visiting public through scheduled public tours, which they conduct through the Teaching Zoo. Upon graduation students from Biological Parks Program are among the first hired for zookeeper positions in zoos throughout the continental United States.

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS:
	STATE COURSE NUMBER: COP 2174
STATE COURSE TITLE: BUSINESS APPLICATIONS OF MINI COMPUTERS	SCHOOL DISTRICT: Dade
NAME OF SCHOOL: Miami-Dade Community College New World Center Campus	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Dr. Elliot Kleiman
DESCRIPTION OF INNOVATION: Mini computers business Application program.	V. ED. CONSULTANT or ACADEMIC DEAN Kattie Sigler, Associate Dean of Urban Affairs and Occupational Education

ABSTRACT:

This course employs mini computers to teach the use and design of computer software using actual programs. This is accomplished using a computer in the classroom and in the laboratory.

In this course, students learn to operate the computer and run actual commercially used accounting programs. These include the General Ledger, Accounts Receivable, Accounts Payable, and Payroll.

These students set up their own company systems on the computer as if they were a real business enterprise.

The students also learn how the programs were written and how to apply sophisticated programming techniques used in these programs to other areas.

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS:
	STATE COURSE NUMBER: XXX2690/XXX6641
STATE COURSE TITLE: CAREER EXPLORATION PROGRAM	SCHOOL DISTRICT: Okaloosa & Walton
NAME OF SCHOOL: Okaloosa Walton Junior College	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Ned Couey
DESCRIPTION OF INNOVATION: A non-traditional academic review and career counseling program.	V. ED. CONSULTANT or ACADEMIC DEAN Earl Gulledge, Dean

ABSTRACT:

Philosophy
It is the express purpose of this OWJC program to:

a. Evaluate the student to ascertain the best college program for that particular individual,
b. Educate the student in the program for which he/she is best fitted, so that his/her
c. Employment Goal(s) can be met.

In order to provide students with the advantages of the best college program possible, the proposed program has a multidimensional evaluation component as well as a strong remedial thrust.

At the conclusion of this 270 hour program (e.g. remedial academic work, evaluation component, orientation to various occupations and other appropriate courses) the student should be in a position to begin and successfully complete the prescribed education program and thereby become employable in the world of work.

Entrance Level
The student who enters the program will:

a. Have a regular or State high school diploma, and
b. Have taken the General Aptitude Test Battery (GATB).

If a person is not at this minimum entrace level or is not capable of high school work, then he or she will be counseled into a course or program more appropriate to his/her needs (e.g. ABE).

CAREER EXPLORATION PROGRAM (Cont'd)

Program:

Each participant will begin this program in a General Education Review course (XXX 2690). This course is specifically designed (a) to help remove academic deficiencies or (b) for general review in order that individuals may be better prepared to do college level work. The student will attend this course 3 hours per day, with the first day's effort involving a general orientation to acquaint the student with college in general, with Okaloosa-Walton Junior College in particular, with this program and with various other matters as may be appropriate.

Concurrent with this course, each student will take Non-Traditional Careers (XXX 6641) for 3 hours per day. In Non-Traditional Careers students will assess their self-concept, values, skills, interests, abilities and aptitudes; learn decision-making techniques and develop some preliminary occupational and/or education plans.

At the conclusion of and based on the information received in these courses (XXX 2690 and XXX 6641), each student will have the opportunity to be exposed to three broad occupational categories. The specific areas will be determined by a collaborative effort of the student, Counselors and the Instructor(s) (XXX 2690 and XXX 6641). The students will not only learn about the various specific occupations in a particular field but will also receive instruction so that they can have a "hands-on" experience, thus allowing them to make more knowledgeable decisions regarding their areas of interest.

These specific areas will come under the follow departments: Business, Home Economics, and Industrial Education.

The three broad occupational categories and the specifc areas within each are as follows:

Business
A. Secretary
B. Data Processing
C. Word Processing
D. Business Management
E. Clerk-General
F. Real Estate

Home Economics
A. Child Care
B. Home Economics

Industrial Technical
A. Auto Body
B. Air Conditioning
C. Commercial Food
D. Industrial Drafting & Design
E. Industrial Electronics
F. Automotive Mechanics

CAREER EXPLORATION PROGRAM (Cont'd)

Industrial Technical (Cont'd)

G. Welding
H. Graphics/Printing Technology
I. Fire Science

At the conclusion of this phase of the program it is anticipated that the student will be able to make a realistic choice as to what career field he/she should pursue.

Since fundamental language skills are critical in any occupational field, each student will receive 45 hours in Applied English (XXX 4800) and 45 hours in Reading Improvement (REA 1105). The English course will concentrate on grammar, punctuation, correct usage, spelling and sentence structure; Reading Improvement will emphasize comprehension combined with an increased reading rate.

The final coursein this 270 hour program will be a 30 hour (1 semester hour) course in Effective Study. The students who successfully complete this program will begin their college program during the following semester and should have acquired the learning skills and personal direction necessary for successful completion of their chosen college program and subsequent entry into the world of work or continuing education (i.e. transfer programs).

It is anticipated that in each phase of this program the student will be receiving instruction, constant feedback and evaluation that will allow them to make appropriate occupational choices.

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS:
	STATE COURSE NUMBER: ETE 1010C, ETD 1620C, ETE 2204C
STATE COURSE TITLE: ELECTRONICS TECHNOLOGY	SCHOOL DISTRICT: Pasco-Hernando
NAME OF SCHOOL: West Campus Pasco-Hernando Community College	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Mr. David Matson
DESCRIPTION OF INNOVATION: Innovative in use of video and other audio visual equipment for concept development.	V. ED. CONSULTANT or ACADEMIC DEAN Robert W. Westrick, Provost

ABSTRACT:

Mr. Matson has been able to start a program in electronics for Pasco-Hernando Community College from scratch. From his experiences in the Navy and with Hillsborough Community College, he has drawn on a number of concepts to implement in a new and innovative manner. A few examples are as follows:

1. Use of video taping for concept development
2. Use of trouble shooting activities in a novel way
3. Use of overhead projector in a special way to develop concepts

The expansion of the program to service industry in the area has been largely through his initiative in providing meaningful activities for the students as well as to provide for the personnel needs of industries in the area.

Mr. Matson's success in the use of video and other media is to be commended. Other teachers will find that he is willing to share his expertise with them if they are interested in contacting him.

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS:
	STATE COURSE NUMBER: 1 26 1504
STATE COURSE TITLE: ELECTRONICS TECHNOLOGY-INDUSTRIAL OPTION	SCHOOL DISTRICT: Alachua
NAME OF SCHOOL: Santa Fe Community College	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Dr. James R. Kennedy
DESCRIPTION OF INNOVATION: Special program to prepare digital technicians.	V. ED. CONSULTANT or ACADEMIC DEAN Jack Fuller, Academic Dean Vocational Education

ABSTRACT:

The advent of microprocessors is bringing about major changes in industrial electronics. These changes fall into two categories. The first is a growing shift in emphasis in digital devise design from the traditional "hard-wired" logic approach, to the "soft-wired" or softwared design. This shift is developing a need for digital technicians who are capable of working with not only traditional digital circuits, but also with microprocessor hardware systems and the machine language programs which operate them.

The second change is the use of microcomputer systems as applied to problem solving situations. In this setting the technician uses a general purpose microcomputer as a tool to assist in working network problems, designing amplifiers, and so forth.

Santa Fe Community College's Electronics Technology Program has pursued an aggressive course to insure that it meets these needs. In addition to the traditional courses, the curriculum now requires that each student complete 3 credits programming with microcomputer BASIC, and 3 additional credits in microcomputer applications to electronics. These courses provide a good background in programming as a general skill, high level language programming as a specific skill, and the use of the microcomputer as a working tool.

The pivot point of these courses in Santa Fe's new microcomputer laboratory. This facility, developed by the Technical Education and Public Service Programs area, is a College wide resource which permits the students to obtain "hands-on" experience with small but powerful microcomputer systems typical of those which are showing up in employers' installations with ever increasing frequency. The laboratory includes a library of professionally written application

programs which electronics students may use outright, customize to their specific requirements, or use as models around which to write their own compete programs

On the electronic side, the program has instituted a microprocessor laboratory (distinct from the microcomupter laboratory). This lab provides the students with the opportunity to study the "guts" of working microprocessor systems using CRT terminals operating exposed bare-board computers. The units may be programmed in machine language and interfaced with other electromechanical devices.

Students are required to take a minimum of 4 credits of microprocessor electronics and machine language programming in the lab. This course operationally parallels the functions of the required traditional digital electronics course which is a co-requisite. The microprocessor and traditional digital courses are specifically coordinated to emphasize similarities and differences in approach and to otherwise reinforce each other. This interaction includes the building of a traditional digital device as an exercise in the digital course and interfacing, in hardware and software, that same device to the microcomputer in the microprocessor course.

As an overall result our students receive an excellent background in both the electronics and applications aspects of the rapidly growing and evolving field of microelectronics.

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS:
	STATE COURSE NUMBER: ESL 1181-1182
STATE COURSE TITLE: ENGLISH AS A SECOND LANGUAGE	SCHOOL DISTRICT: Bay
NAME OF SCHOOL: Gulf Coast Community College	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Marianne Arnold
DESCRIPTION OF INNOVATION: This is an exemplary program of cooperative community sciences to provide English Language competency to Indochinese.	V. ED. CONSULTANT or ACADEMIC DEAN Lewis Barber, Associate Dean of Instruction for Career Studies

ABSTRACT:

The strength of Gulf Coast's English as a Second Language (ESL) program can largely be attributed to a well-developed network of community linkages. From its beginning the instructional component of the program has been outstanding. The unique combination of traditional classroom instruction with individualized learning laboratory experiences led to the program's being recognized as exemplary. Solutions to problems as care for pre-school children, transportation of students to ESL classes and the placement of students in jobs were met by cooperative arrangements between community service agencies.

In the Bay County area, finding employment is a problem for natives and non-natives alike. The refugee population, however, has an especially difficult time in view of their limited English-speaking ability. While this continues to be a problem, the staff has been most effective in utilizing community resources to find jobs for students. Linkage with CETA has provided training opportunities for some students. Staff members have gone in person to area employers and have found jobs for at least a dozen or more. It is not uncommon now for employers to call the ESL teachers first when they have a job opening. Word of these job placements has increased enrollment in the classes significantly!

Gulf Coast's ESL program continues to provide for individual student needs in an exemplary manner. The original three-tiered structure (beginning, intermediate, and advanced students) has evolved into no fewer than six levels of classes with supplementary tutoring to accommodate individual needs and schedules. The staff has custom-tailored special purpose vocubulary modules in welding, allied health, and clothing construction terminology for students with previous training but limited vocabulary in these areas.

ENGLISH AS A SECOND LANGUAGE (Cont'd)

The extra effort reflected by special services such as these are typical of the totally committed and highly professional staff who have designed this program. Their personal efforts, coupled with their ability to form effective community linkages, make Gulf Coast's English as a Second Language program one which is particularly deserving of recognition as an exemplary vocational education program.

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS:
	STATE COURSE NUMBER: EVT 6530, 5168, 5461, 5263
STATE COURSE TITLE: FLORIDA PRE-SERVICE/INSERVICE LEADERSHIP TPAINING PROGRAM FOR ADMINISTRATORS OF VOCATIONAL EDUCATION PROGRAMS	SCHOOL DISTRICT: Dade
NAME OF SCHOOL: Florida International University	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Dominic A. Mohamed
DESCRIPTION OF INNOVATION: This is an Extern Program; an alternative procedure for preparing Vocational Administrators.	V. ED. CONSULTANT or ACADEMIC DEAN Dominic A. Mohamed, Assistant Dean HRD & Community Colleges Development

ABSTRACT:

The objectives of the Florida perservice/inservice training program for local administrators of Vocational Education are as follows:

1) Develop a consortium of local educational agencies, representative State Department of Education personnel, Florida Vocational Association specifically representative of the Florida Council of Local Administrators and Vocational Teacher Educators from the nine State Universities in the University System.

2) Develop institutional capacity in the State University system to implement and continue a field-based inservice and preservice training model for local administrators of Vocational Education programs based on the extern model.

3) Provide a means of meeting State Certification needs of present vocational administrators and inservice needs of presently certified local vocational administrators in training and certification needs of future local vocational administrators.

4) Implement this training model so as to meet the State Certification coursework requirements of the participating vocational education administrators. The focus of the training will be individuals and the competencies they need to be certified and perform more effectively on their jobs.

5) Design an instructional delivery system utilizing individualized self directed modules with support and audiovisual aids and/or video tapes, supervised field experiences to include technical and clinical experiences as needed by each participant.

FLORIDA PRESERVICE/INSERVICE LEADERSHIP TRAINING PROGRAM FOR ADMINISTRATORS OF VOCATIONAL EDUCATION PROGRAMS (Cont'd)
Florida International University

6) Select the participants in cooperation with the Department of Education, Division of Vocational Education, superintendents of schools, directors, deans and/or presidents of community/junior colleges.

7) Conduct an orientation/planning workshop and establish the group and the individual certification needs and develop goals for the year and components each participant within the extern program model.

8) Prepare and submit program evaluation reports to the universities and the Department of Education.

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS:
	STATE COURSE NUMBER: STD - 9151
STATE COURSE TITLE: FOCUS ON CAREER UNDERSTANDING AND SKILLS (FOCUS)	SCHOOL DISTRICT: Dade
NAME OF SCHOOL: Miami-Dade Community College New World Center Campus	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Mr. Rene Garcia
DESCRIPTION OF INNOVATION: This is a pre-employment knowledge training program for disadvantaged youth.	V. ED. CONSULTANT or ACADEMIC DEAN Kattie Sigler, Associate Dean of Urban Affairs and Occupational Education

ABSTRACT:

Project FOCUS provides Pre-Employment Knowledge Training for low income disadvantaged youth, in intensive, short cycles. Pre-Employment Knowledge is divided into three levels:

LEVEL I — CAREER EXPLOARTION: ASSESSMENT & CLARIFICATION

LEVEL II — EMPLOYABILITY SKILLS: OCCUPATIONAL SEARCH AND JOB MAINTENANCE

LEVEL III — BUSINESS AWARENESS: OWNERSHIP & CAREER ADVANCEMENT

The core of the curriculum is the Adkins Life Skills Series which utilized audio-visual tapes and programmed workbooks to facilitate the participant's movement through the various stages of career development. Classes are conducted by Facilitator/Counselors using a group counseling approach as opposed to a traditional teaching style. Learning about one's values and priorities, and learning how to articulate these in the working world are stressed throughout the program. Numerous activities and techniques are implmented, and students are given an opportunity to practice their new skills through the video-taping of role-playing exercises. Group dynamics are relied upon heavily in the forming of a supportive group where participants can freely exchange ideas and provide feedback to one another.

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS:
	STATE COURSE NUMBER: 9759 CC - 1.26.1900
STATE COURSE TITLE: GRAPHIC ARTS	SCHOOL DISTRICT: Palm Beach
NAME OF SCHOOL: Palm Beach Junior College	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Mr. Clifford Larrabee
DESCRIPTION OF INNOVATION: A competency-based program in cooperation between a junior college and a technical school.	V. ED. CONSULTANT or ACADEMIC DEAN D. C. Whitmer, Dean of Occupational Studies

ABSTRACT:

This is a cooperative program between North Technical Center, Riviera Beach, and the Graphics Program at Palm Beach Junior College. The students complete their program in Graphic at the North Tech, for which they receive 21 college credits toward an Associate in Science degree (A.S.) from Palm Beach Junior College (P.B.J.C.). They may pursue the other 41 hours leading to the A.S. degree concurrently through attending classes on the college campus while not in the Graphics classes (example: mornings at P.B.J.C. - afternoons at North Tech., and/or evenings at P.B.J.C.)

This type of cooperation between a Community College which is not designated Vocational Technical Center and a center operated by the School Board is unusual and is working very smoothly to the benefit of the graduates and to the employees.

The graduates indicate that they are able to receive a better position when they present a diploma from the Community College than if they go directly from the Technical Center to a job. Industry likes the extra art (Design, Advertising Design & Photography) along with the "general education" which the student receives at P.B.J.C.

This is a competency based program and it operates on a check list basis in order for students to receive college credit for their work in the Graphic Arts Program.

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS: STATE COURSE NUMBER: 8590
STATE COURSE TITLE: INDIVIDUALIZED MANPOWER TRAINING SYSTEMS - HEALTH	SCHOOL DISTRICT: Indian River
NAME OF SCHOOL: Indian River Community College	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: June Eastmond Dottie Vandegrift
DESCRIPTION OF INNOVATION: Individualized pre-entry academic training program for health occupations.	V. ED. CONSULTANT or ACADEMIC DEAN Robert W. Moses, Associate Dean of Instruction

ABSTRACT:

The IMT-Health Center at Indian River Community College is the only individualized program in the state which is specifically designed with the primary focus of assisting indivudals to prepare for entry into the competitive allied health training programs. This program evolved as a result of the discovery that many individuals pursuing the various allied health careers require academic preparation in the basics of reading, arithmetic, and English, as well as in the specific fields of natural and physical science. The Individualized Manpower Training System, a program based on an individualized approach to the remediation of reading, arithmetic, and English skills, was adapted for use in the Health Center with the addition of a science component. This special science component provides students with a systematized, individualized method of reviewing the principles of biology, chemistry, and physics, which in turn, introduces them to the scientific world of medical terminology and methodology.

Students enter the IMT-Health Center at all levels of academic ability from beginning reader to college graduate. Through a process of interviewing and diagnostic testing, the needs of each student are determined and individualized prescriptions are written. The students works through modules of learning to remediate their weaknesses, take progress check tests, and post-test upon completion of a prescription. Through this process, students are provided with the opportunity to develop test-taking skills since most allied health training programs require entrance examinations.

In addition, the IMT-Health Center provides the students with the opportunity for vocational counseling and exploration in the allied health field. The students often are unaware of the

responsibilities and tasks in the various health fields. For this reason, they are encouraged to visit on-campus laboratories and classrooms in order to obtain career decision-making information. Students are also aided in setting realistic vocational goals based on their present acadmic level, social, and financial concerns.

The success of the program depends on referrals from campus-wide sources such as Guidance, the Allied Health Division, CETA and Vocational Rehabilitation. Referrals are continuous and consistent because the Health Center has proven successful in preparing most students to enter their chosen allied health training program.

CETA and Vocational Rehabilitation students must adhere to specific time schedules in the Health Center. Non-program students, however, make up a sizeable portion of the population; their study-time allocation is discussed and planned according to their particular situation. Continuous open enrollment enables each of these students to enter and leave the training program as their needs dictate.

The IMT-Health program, then, is clearly unique. It has creatively adapted and elaborated upon an already established effective program by the addition of science, health career guidance and exploration components. As a result, it has made careers in health accessible to academically under-prepared individuals by helping them successfully pass competitive entrance examinations and complete their course of study in an allied health career.

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS: STATE COURSE NUMBER: 3610
STATE COURSE TITLE: LIVESTOCK PRODUCTION	SCHOOL DISTRICT: Polk
NAME OF SCHOOL: Ridge Vocational-Technical Center Winter Haven, FL	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Bill Hampton, Director
DESCRIPTION OF INNOVATION: A competency-based program in livestock production and management.	V. ED. CONSULTANT or ACADEMIC DEAN Larry O'Donnell Region IV, Consultant

ABSTRACT:

The competency-based program in livestock production at Ridge Vocational Technical School is organized according to a carefully planned task listing that covers all phases of livestock production and management (breeding, feeding, care, housing, and marketing of beef, swine, and horses).

To encourage students to take a professional attitude toward their learning, the educational setting has been designed to create an actual "on-the-job" atmosphere.

Because the program is competency-based, it encourages students to be independent and responsible for their own progress. Students must be able to evaluate their own development and know when they are ready for testing.

The instructor in this individualized setting serves as a learning manager, developing a complete and accurate curriculum, working as a motivator, and encouraging self-confidence in students. Fast learners are able to progress at their own rate of speed, and the instructor is free to spend additional time with those who learn more slowly and require more encouragement.

Because each student's performance is judged against a list of objective, predetermined, required skills, classmates do not compete against one another; and each student can take satisfaction in his or her own accomplishments.

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS: STATE COURSE NUMBER: 9793
STATE COURSE TITLE: MOTORCYCLE MECHANICS	SCHOOL DISTRICT: Pinellas
NAME OF SCHOOL: Pinellas Vocational Technical Institute	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Herb Hitch
DESCRIPTION OF INNOVATION: This is a competency-based open-entry open-exit motorcycle mechanics program.	V. ED. CONSULTANT or ACADEMIC DEAN Alfred E. Gonzalez

ABSTRACT:

This program has been developed and set up by three non-degree Industrial Education instructors. It has the following characteristics:

1. Totally based on specific competencies
2. Complete self-instructional learning package developed for each task
3. Open-entry/open-exit
4. Effective management tools in use
5. Heavy use of media where appropriate
6. Innovative use of learning stations
7. The equipment is comparable to that used in the service field

This is a superb example of what competency-based vocational education should be.

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS: STATE COURSE NUMBER: 1.23.0301, 1.23.0302, 1.23.0303
STATE COURSE TITLE: MULTIPLE ENTRY - MULTIPLE EXIT NURSING PROGRAM	SCHOOL DISTRICT: Seminole
NAME OF SCHOOL: Seminole Community College	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Gloria Pickar Jean Pasternack
DESCRIPTION OF INNOVATION: Articulated ladder approach to Nursing Education.	V. ED. CONSULTANT or ACADEMIC DEAN Dr. J. A. Sawyer, Dean Student Development

ABSTRACT:

In keeping with the career mobility concept, many options are available within nursing education. Options which are available at the college are:

A. The student who is already a Florida Licensed Practical Nurse and has worked as such for at least one year may enter at Level III and complete the Associate Degree Nursing (ADN) Program in one academic year, providing all admission requirements have been satisfied. The graduate of this program will be eligible to write the State Board Examination for licensure as a Registered Nurse (RN).

B. The student who is already a Nursing Assistant may enter the program at Level II, providing all prerequisites have been satisfied. Upon satisfactory completion of the first year, the graduate will receive a certificate in Practical Nursing and be eligible to write the State Board examination for licensure as a Licensed Practical Nurse (LPN).

C. The student who has no previous nursing education may enter the program at Level I, providing the admission requirements have been satisfied. Students who satisfactorily complete all requirements for Level I will be awarded a Nursing Assistant certificate and will be eligible for employment in that capacity; and they may continue to Level II.

LPNs who are graduates of PN non-credit programs are eligible for credit by examination for Level I and II nursing courses, and Level III academic courses with permission of the instructor.

MULTIPLE ENTRY - MULTIPLE EXIT NURSING PROGRAM (Cont'd)
Seminole Community College

This program is innovative because it is designed to allow the student nurse to progress from one level of nursing to the next utilizing all nursing competencies achieved to that point. Material is not repeated. A transitional phase is included to allow the student to "change roles" from one level to the next. It is also unique in that a student may exit at any time and be given credit for his/her achievements.

(Example: An LPN student may not successfully achieve the competencies to become an LPN. But he/she may have completed all requirements to be a Nursing Assistant. If so, he/she is awarded a Nursing Assistant certificate and will be eligible for employment in that capacity.)

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS:
	STATE COURSE NUMBER: 1112 - 1171
STATE COURSE TITLE: SMALL BUSINESS MANAGEMENT	SCHOOL DISTRICT: Monroe
NAME OF SCHOOL: Florida Keys Community College	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Ed J. Muraski
DESCRIPTION OF INNOVATION: A task oriented program to provide skills in Small Business Management.	V. ED. CONSULTANT or ACADEMIC DEAN Hal Massey, Dean, Academic Instruction

ABSTRACT:

A complete program was developed for the largest percentage of employers in the nation - Small Business Management. Nationwide, eighty percent (80%) of the employers are considered small business (less than 200 employees) by the Small Business Association. In the Florida Keys our survey indicated that ninety-nine point nine percent (99.9%) are comprised of small business.

With the assistance of an Advisory Committee, the need was confirmed and a task analysis was performed to develop Florida's first fully accredited Small Business Management Program. Employees in small business, many with degrees, indicated a need for skills at an application level and often specifically suited to small business. From their inputs a series of twelve (12) special seminars were developed. The titles are:

Human Relations and the Hiring Practices
Record Keeping in the Small Business
Computers for the Small Business
Financing the Small Business (Banking, Financial, Securing a Loan)
Regulations and Legal Programs in the Small Business
Advertising Marketing and Promotion in Small Business
Insurance Needs for the Small Business
Bookkeeping for the Small Business
Taxing the Small Business
How to Work With the Public
Pricing and Income In the Small Business
Cost Control in the Small Business

In addition to these special topic classes the students select basic business courses and basic general education courses to round

out their skills to become more proficient in the small business world.

The special topic courses deal only with small business skills. For example, the small business owner does not need to be aware of all kinds of complex accounting processes. They need to know specifically some simple bookkeeping process that fits into their business and how to use it. The small business owner must be the bookkeeper, salesperson, advertising man, purchasing agent, etc. They must learn these skills at the application level.

The small business programs also give the entrepreneur fundamentals for researching new ideas and applications and how to sub-contract for specia needs. This program is designed to give the small business manager all of the skills and information to start, maintain, and develop a small business enterprise successfully.

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS:
	STATE COURSE NUMBER: N/A - includes many courses
STATE COURSE TITLE: STIP III - SPECIALIZED TRAINING INSTITUTE FOR PROGRESS.	SCHOOL DISTRICT: Dade
NAME OF SCHOOL: Miami-Dade Community College New World Center Campus	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Mr. Jose Vicente
DESCRIPTION OF INNOVATION: This program is exemplary. It is designed to prepare economically disadvantaged students for employment.	V. ED. CONSULTANT or ACADEMIC DEAN Kattie Sigler, Associate Dean of Urban Affairs and Occupational Education

ABSTRACT:

The STIP III Program is a $1,000,000 grant funded by the South Florida Employment and Training Consortium (SFETC), designed to train 215 economically disadvantaged individuals in three occupational areas as well as in English for Speakers of Other Languages (ESOL).

The areas of occupational training are:

Bank Teller
Bookkeeping
Clerk Typist

Upon successful completion of the training cycle, 60 percent of the participants are placed in training-related unsubsidized employment. An additional 20 percent return to school on a full-time basis or are transferred to other CETA programs.

Participants are provided with a comprehensive network for career and personal counseling as well as referral services. Counselors are constantly monitoring participants' progress through monthly counseling sessions in addition to meetings with instructors.

To insure job placement for a high percentage of STIP III participants, the career placement staff maintains contact with local businesses in the private sector in order to establish effective links of communication and secure job openings.

Over a four year period, this program has served over 1,265 disadvantaged individuals through occupational training and achieved a job placement rate of over 80 percent in positive terminations.

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS:
	STATE COURSE NUMBER: NUR: 1054, 1054L, 2056, 2056L, 2057 2057L, 2058, 2058L, 2944, 2944L
STATE COURSE TITLE: TRANSITIONAL NURSING PROGRAM (ADN)	SCHOOL DISTRICT: Dade
NAME OF SCHOOL: Miami-Dade Community College	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Henrietta Dalke
DESCRIPTION OF INNOVATION: A competency-based ladder approach to the training of nurses.	V. ED. CONSULTANT or ACADEMIC DEAN Jeanne Shark, Dean of Instruction

ABSTRACT:

This is truly a "ladder" program. It is a 12 month program for qualified L.P.N.'s and others to meet ADN competencies. There is a qualifying exam testing LPN competency as the program truly builds on what the practitioner comes with from his/her previous educational experience. There are no barriers or repetition of learned knowledge. The group is kept together throughout their program to facilitate both a support system and the resocialization process. This program realistically, rationally and with sound educational approaches makes upward mobility feasible. Students are well pleased that this program provides opportunity for them to receive credit for skills they have mastered from an earlier training program.

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS: STATE COURSE NUMBER: EVT 5562, 5565, EEX 6927
STATE COURSE TITLE: VOCATIONAL EDUCATION FOR THE HANDICAPPED	SCHOOL DISTRICT: Dade
NAME OF SCHOOL: Florida International University	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Dennis G. Tesolowski Howard Rosenberg
DESCRIPTION OF INNOVATION: A Professional Certificate Program in Vocational Education for teachers of the handicapped.	V. ED. CONSULTANT or ACADEMIC DEAN John Carpenter, Dean, School of Education

ABSTRACT:

DESCRIPTION: "Vocational Education for the Handicapped" is a non-degree Professional Certificate Program offered through the School of Education. The project represents a unique cooperative effort between the Divisions of Vocational Education and Psycho-Educational Services. Instruction in the program focuses on training professionals in vocational skill areas to more appropriately serve the needs of handicapped adolescents and young adults.

Students who are pursuing, or have completed, either Florida Teacher Competency and Certification, or the bachelor's or master's degree in vocational education or special education are encouraged to enroll in this professional certificate program. Program competencies were selected to enhance professionals' knowledge, skills, and attitudes in the following roles: instructional, diagnostic-prescriptive, behavior manager, advocacy, referral agent, and counselor. These professional roles are represented by 124 competencies which are packaged in 4 courses or 12 semester hours of instruction.

EVT 5562 - Vocational Laboratory Activities for Teachers of the Handicapped
EVT 5565 - An Introduction to Vocational Special Needs Education
EEX 6927 - Workshop in Special Education: Vocational Evaluation in the Schools
EEX 6927 - Workshop in Special Education: Advocacy and the Professional Educator

PROGRAM OBJECTIVES:

a. To meet the needs of handicapped citizens by providing appropriately trained professionals in vocational skill areas.

b. To utilize existing university facilities and local agencies in a cooperative effort to solve problems related to the gainful remunerative employment and independent living of handicapped individuals.

c. To provide a competency-based teacher training program in the area of vocational education for the handicapped, which may eventually be duplicated by other training facilities.

d. To allow students, who may or may not be employed as full-time teachers, to complete the certificate program as non-degree seeking students.

e. To provide an impetus for further teacher training and eventually for a state certification or endorsement in vocational education for the handicapped.

f. To train vocational and special education teachers to work together in a more cooperative manner.

g. To assist vocational and special education teachers in their development of ways to provide a variety of support services to special needs students in their classrooms.

DISSEMINATION: Information generated through the project will be disseminated at four levels. The project works to inform Dade, Broward, and Monroe counties, the State of Florida, states within the Southeast region, and the nation as a whole.

Dissemination activities include manuscript publications in state and national journals; public presentations at state, regional, and national professional meetings, progress reports; and inservice opportunities through teacher education center activities, public and private school districts, and community agencies.

EVALUATION: Evaluation of this project focuses on actual positive benefit outcomes and the measurement of perceived attainment of program competencies. The project has been respectively concerned with the occupational status of past graduates and the number of handicapped students they are serving, as well as the students' self-ratings and the project director's ratings of the students' performance.

PRODUCTS: This project will provide a model for preparing vocational and special educators to provide services to vocationally-oriented special needs students. A combination inservice and preservice certificate program training design will be available.

State of Florida Department of Education Tallahassee, Florida Ralph D. Turlington, Commissioner An equal opportunity employer	CATALOG FOR EXEMPLARY AND INNOVATIVE PROGRAMS:
	STATE COURSE NUMBER: USOE 99.5P8590 (8590)
STATE COURSE TITLE: VOCATIONAL REMEDIATION & MAINTENANCE INSTRUCTION: SELF-PACED OPEN-ENTRY/OPEN-EXIT	SCHOOL DISTRICT: Seminole
NAME OF SCHOOL: Seminole Community College	TEACHERS and/or ADMINISTRATOR(s) RESPONSIBLE FOR INNOVATION: Linda Ley-Siemer
DESCRIPTION OF INNOVATION: IMTS Program using vocational subject matter to teach basic skills in math, science, and communication.	V. ED. CONSULTANT or ACADEMIC DEAN Al Barrs, Coordinator, Program Development

ABSTRACT:

IMTS services at SCC are innovate because the need of students, not of the faculty or college, were considered during the planning stages. IMTS at SCC encompasses more than a traditional program concept.

Since equipment and many other operations are similar for disadvantaged and handicapped, SCC has clustered the two programs. Instruction is self-paced and is offered for vocational program "entry level competency" study, and vocational program "Maintenance Study".

Assessment and a written prescription of learning needs is developed. Instruction and computerized monitoring is an integral part of tracking these special students.

The most innovative part of this program is the IMTS staff's accomplishments in developing learning packages and media using the vocational program materials as a vehicle for learning regular communicative skills. For example, most disadvantaged students drop out of high school because of the general nature of the instruction. Most have a desire to train for a job. For instance, a drop out who wants to become a electrician would still need basic algebra, however, they may have dropped out because a+b=c has no "real life of work" meaning to them. SCC's IMTS developed and offers an algebra course for this same student using Ohm's Law (the discipline vehicle) to teach the student the same algebraic processes that failed in high school.

Because of the decision to develop all remediation and vocational program maintenance training materials using the vocational training

VOCATIONAL REMEDIATION & MAINTENANCE INSTRUCTION: SELF-PACED OPEN-ENTRY/OPEN-EXIT (Cont'd)

materials as a motivational vehicle, a drastic increase in student retention has resulted. This population no longer drops out of high school and vocational school to return to the welfare roles, but are becoming productive self-supporting citizens of Seminole County.

Incorporated into IMTS, also, is an employability and job search course that has drastically increased disadvantaged student job placement.

IMTS at SCC offers a full-service program for disadvantaged and handicapped students.

APPENDIX A

Nomination Announcement
(See Next Page)

College of Education
Department of Educational
Leadership
Adult Education
Higher Education
Educational Administration
Vocational Education

The Florida State University
Tallahassee, Florida 32306

February 9, 1981

All Program Leaders, Administrators,
Consultants in the Division of Vocational Education
Vocational Directors, Supervisors, Consultants in
Local Districts
Deans and Directors of Vocational Programs in
Community Colleges
Vocational Teacher Educators

Dear Vocational Educator:

I am gathering data to be used in the preparation of a "Catalog of Innovative Programs in Vocational Education in Florida for 1981."

Some of you were very helpful in nomination of exemplary and/or innovative programs for the Catalog for 1979 and 1980. The purpose of this letter is to encourage you to nominate other programs which you recognize as "exemplary and/or innovative." You may have recognized these by program review or through other routine contacts within your region.

The form attached is to be used for nomination of a program. All data is essential if we are to follow through on the nomination. You may nominate more than one program by preparing a form for each. Please return the forms immediately so that we may plan selected site visits. We are interested in getting statewide representation in the Catalog for 1981.

Please return the nomination form by March 15. Please be sure that you describe fully the innovative characteristics of the program you nominate.

Your help is greatly appreciated. If you have questions, please contact me by 'phone, (904) 644-6029 or SUNCOM Tallahassee 284-6029.

Sincerely,

W. Hugh Hinely

W. Hugh Hinely
Project Director

WHH:mo
cc: Mr. L. W. Harrell
Mr. William Jeffries
Dr. David McOuat

EXEMPLARY AND/OR INNOVATIVE PROGRAM RECOMMENDATION FORM

From among programs with which I am familiar, I would like to recommend for consideration by the Division of Vocational Education, Florida Department of Education, a program which I believe is outstanding and worthy of statewide recognition. The definitions of exemplary and innovative are as follows: Exemplary; must be perceived by the educator as a continuing new idea or concept. Innovative; the program is creative in its approach, imaginative in nature and has a combination of elements that are unique in method or technique of presentation.

Name of Program: _____

_____

State Course Number: _____

Location: _____
(Name of Institution or Agency)

_____
(City, County) (Vocational Service Region)

This recommendation is for (check) _____ Exemplary _____ Innovative

Person Responsible for Instruction in Recommended Program:

Name: _____ Title: _____

Phone: _____

*DESCRIBE THE PROGRAM ON THE BACK OF THIS SHEET

Signature of Person Making Recommendation: _____

_____
(Position)

_____
(Address)

_____
(Phone Number)

Please send the completed form to: Dr. W. Hugh Hinely
113-S Stone Building
Florida State University
Tallahassee, Florida 32306

*Describe in detail the nature of the unique exemplary or innovative characteristics of the program. Use an additional sheet if desired.